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ABSTRACT

A study was conducted to examine the attitudes of elementary, middle/junior high, and high school counselors toward the development of national standards for school counseling programs. An effort was also made to identify the components counselors thought should be included in the national standards. Input from leaders of the American School Counselor Association (ASCA) was used to develop a questionnaire that was refined and distributed to 102 participants at the ASCA annual meeting. Responses of 1,127 ASCA members provided the data. Results clearly establish that school counselors strongly and broadly wish to have national standards. They generally believe that national standards will identify a focal point for practice, articulate a professional mission, provide a center for aspiration, and drive momentum for the future of the profession. These findings can be a foundation for the development of national standards for school counseling programs, but considerable thought, exploration, and conversation will be needed to ensure that the voice of the practitioner is not lost as standards are developed. The survey is attached. (Contains 22 tables and 2 references.) (SLD)

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SUPPORTING A NATION OF LEARNERS:
The Development of National Standards For School Counseling Programs

American Educational Research Association
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INTRODUCTION

During recent years, interest has increased in the development of national standards for school counseling programs. Although this current wave of the school reform movement strongly recommended the development of national standards to direct educational practice, school counseling has largely been ignored. Yet, school counselors face the enormous challenge of preparing students to meet the expectations of higher academic standards and to become contributing members of society. School counseling continues to play an increasingly complex role in contemporary education.

Purpose of the Study

The purpose of the study reported herein was to: (a) examine the attitudes of elementary, middle/junior high and high school counselors towards the development of national standards for school counseling programs; (b) clarify the purpose that standards would serve for school counseling programs; and, (c) identify the program components that school counselors believe should be contained in national standards.

Initial Development

Before the current study was initiated, we took a number of essential steps to determine the content and issues that needed to be addressed. These included: (a) a leadership discussion summary; (b) an open-ended questionnaire and, (c) a comprehensive review of the literature.

In June, 1994, the American School Counselor Association (ASCA) Governing

Board engaged in a lengthy discussion to determine whether or not there was a purpose for and a need to develop national standards for the school counseling community. The ASCA determined that national standards would identify what students should know and be able to do as a result of participating in a school counseling program, articulate the strategies that support student success in school, and clarify the relationship of school counseling to the educational system. As a result, the ASCA, the national professional association representing school counselors, decided to undertake the process of developing national standards for school counseling programs.

The results of this discussion were incorporated into a brief questionnaire which was distributed to 27 ASCA leaders. The recipients represented elementary, middle/junior high and high school work settings as well as the four major regions of the country (north-Atlantic, south, mid west, and west).

The questionnaire asked the following:

1. Describe your thoughts on establishing national standards for school counseling.
2. What purpose will national standards serve?
3. What does it mean to have standards?
4. How are school counselors looking at standards?
5. What should the voluntary national standards include?
6. How would you implement the voluntary national standards in your school building (system)?

The response rate to the questionnaires was 81%. We used this information to develop a matrix of attitudes and perceptions about national standards, purposes for developing standards, and issues that standards should address. It was reported that the development of national standards for school counseling programs would:

- create framework for a national model for school counseling programs;
- establish school counseling as an integral component of the academic mission of the educational system;
- encourage equitable access to a school counseling services for all students provided by a credentialed school counselor;
- identify the key components of a developmental school counseling model program;
- identify the knowledge and skills that all students should acquire as a result of the K-12 school counseling program; and
- ensure that school counseling programs are comprehensive in design and delivered in a systematic fashion for all students.

These beliefs, in addition to a comprehensive review of school counseling literature and the existing thirty-five developmental state models for school counseling programs were the foundation for the pilot instrument. Thus, survey instrument reflected a blend of theory and practice.

As part of the development process, ASCA committed to a detailed study of the need for and potential content of these standards. This document reports the results of a national survey study that collected information pertinent to the development of the

national standards for school counseling programs.

Pilot Study

A pilot survey was distributed to 102 participants in the ASCA annual delegate assembly in April, 1995 to assess the state and national leadership's attitudes toward the development of national standards for school counseling programs. The return rate for this study was 51%. Additionally, the leadership rated a variety of program activities for inclusion in school counseling program standards and suggested additional activities that were not included in the pilot survey.

ACT served as research consultant and coordinator for the collection of information and contributed personnel and resources to ensure that the survey design, distribution, and data analysis followed universally accepted research practices.

The pilot instrument consisted of ninety-two content related items and twelve demographic questions. The survey responses were analyzed using simple descriptive statistics including percentages, means, standards deviations and correlation coefficient. Factor analyses also were conducted on each section of the survey. A principal components analysis with varimax rotations were used to extract factors. The factor analyses provided us with the ability to examine the pattern of the items within each factor. This assisted us to eliminate redundancy, clarify and refine the language, and eliminate items. We sought to achieve reliability and confirm that each section was consistent with its defined purpose. Items were regenerated from the pilot survey based upon the empirical results of the analyses. The original number of items

was subsequently reduced 92 to 77.

METHODS

Instrumentation

In order to accomplish the purpose of this study, this research study required the development of an original survey instrument (see Appendix). The instrument contained five general sections to respond to the areas of investigation as presented in the purpose for the study. A five point Likert scale was used by the respondents throughout the survey to rate the items from strongly disagree to strongly agree, with exception of the responses to the demographic inquiries.

The eight items in the first section asked specifically if national standards should be developed and assessed attitudes toward the development of national standards. The second section of the survey sought opinions as to what purpose the development of national standards would serve. The nine items in this section addressed professional concerns about the role of school counseling programs in the educational system.

The items in section three of the survey asked respondents which school counseling program activities should be considered in national standards. The construction of the individual items for each domain was based on school counseling research, and the program components and student outcomes identified in developmental school counseling state models. The items were organized into three domains or topics: personal/social development, academic development, and career

development. The respondents used a five point Likert scale to rate the relative importance of the same item in their current school counseling program.

The fourth section assessed the role of the school counselor in school system support activities. The purpose of this section was to determine which activities school counselors considered as a component of a school counseling program. This study did not determine whether specific activities were appropriately or inappropriately assigned to the school counselor.

The items in this section considered two phenomena: (a) school counselor contributions to the overall well being and needs of a school building; and, (b) perceived non-counseling functions that school counselors often are required to assume. Respondents were asked to rate the importance of addressing the item in a national standard and the importance of the same item in their current school counseling program.

The fifth section requested demographic information about the respondents. Survey respondents reported additional demographic information not requested by the professional association such as community wealth (socio-economic status), number of students assigned to the caseload, and urban, suburban or rural designation which allowed for an examination of differences.

Sample and Sampling Procedures

The instrument was administered to two thousand school counselors who were employed in a K-12 school setting selected randomly from the ASCA membership data

base in September, 1995. Three stratified computerized samples were drawn from the data set to closely approximate the level of the work setting and regional proportions of the ASCA membership.

The survey instrument and cover letter were mailed in September, 1995. This mailing was followed by a reminder post card and a subsequent complete packet to non-respondents within the first three weeks. Respondents were numerically coded and deleted from the data base as the surveys were returned.

Data Analysis Procedures

We used simple descriptive statistics for a preliminary review of the data. We examined percentages, computed means, correlation coefficients and cross tabulations as a first step to organize and sort the data. Inferential statistical procedures, including factor analyses, analyses of variance, and follow up pairwise comparisons were conducted. Factor analyses were then applied to determine the structure underlying the variables in each section. We examined the item means and overall section means to determine an item's importance in national standards and the item's importance in current school counseling programs. Analyses of variance and follow up pairwise comparisons were performed to check for differences between means that could be attributed to the work setting, region, student caseload, school setting, and community wealth represented by the respondents.

RESEARCH STUDY RESULTS

Respondents

A total of 1127 ASCA members, representing elementary (43.2%), middle/junior high (19.6%), and high school counselors (35.1%) responded to the 77 item questionnaire. The return rate following the three wave mailed administration was 56.4%.

Analysis of the Research Questions

Attitudes Toward and Purpose for National Standards

One of the fundamental questions raised in this research study concerned whether or not national standards should be developed. Eighty percent of the respondents supported the development of national standards. We found no significant differences in responses among elementary, middle/junior high school, high school counselors or counselor supervisors. However, the mean agreement scores for elementary counselors (M=4.17, SD=.83) were somewhat higher than those for high school counselors (M=4.05, SD=.93) and displayed the most variation in responses for this item. Also, the means for the midwest region were significantly lower than the means for the other three regions of the country.

In section II, school counselors were asked to determine whether national standards should be theory based or practice based. Two different survey questions asked respondents to choose the preferred basis for standards development. When asked if standards should be based on practice, two-thirds (66.7%) of the respondents

clearly indicated that national standards should be based more upon practice than theory. When asked about standards based upon theory, 15.3% of the respondents indicated that standards should be based more upon theory than practice. The correlation of -.63 between these two items indicated a relatively large relationship. As expected, respondents who rated one item high, tended to rate the other item low. There were no significant differences among the respondents when school setting, region, caseload or community wealth were considered.

Respondents strongly articulated what purposes national standards would serve as demonstrated below:

- eighty-three percent of the total sample population agreed or strongly agreed that standards are necessary to better define the role of school counseling in American education;
- ninety-one percent of the respondents agreed or strongly agreed that standards would more clearly define the role of school counseling in the educational system;
- eighty-nine percent of the total population agreed or strongly agreed that standards would define the goals that are considered important for school counseling;
- seventy-four percent of the respondents supported standards development to address legitimacy for the mission of school counseling;
- eighty-five percent stated that standards would assist school counseling in achieving recognition within the educational system; and,

- eighty-one percent agreed that standards would establish a national program framework for effective school counseling programs.

Agreement with these items was lowest for the respondents from the midwest. However, no significant differences were revealed in the analyses by community wealth, school setting, or the size of the caseload assigned to a school counselor.

A summary of the survey results for sections I and II of the survey can be found in Tables 1 through 6 in the Appendix.

What Should National Standards Contain?

School Counseling Programs and Personal/Social Development

Tables 7 and 8 report the overall results for the personal/social development section of the survey. These results suggested that skills such accepting responsibility, dealing with conflict, and problem solving were of the utmost priority for both national standards and in current school counseling programs. Although the majority of school counselors (90.3%) agreed that understanding and appreciating differences should be addressed in national standards, only 75.7% indicated that it is important in their current program. Elementary school counselors demonstrated the strongest show of support for personal and social development skills. Tables 9 and 10 report the significant differences in mean responses for elementary, middle/junior high and high school counselors.

School Counseling Programs and Educational Development

We found that school counselors highly rated items that provided academic and learning environment support for national standards. A summary of the findings is presented in Tables 11 through 14 in the Appendix.

Elementary and middle school counselors assigned the highest priority to developmental skills (acquiring study skills, time management, life long learning) for inclusion in national standards, while high school counselors strongly supported academic planning and goal setting activities as essential to student success. Urban counselors more strongly favored the concept of understanding the factors that influence school achievement (M= 4.17) as more important to include in national standards than their rural counterparts (M=3.99).

School counselors working in low income communities also placed a higher priority on study skills and time management skills for inclusion in national standards as did school counselors with the largest caseload. In general, elementary counselors were more supportive of developmental skill development (acquiring skills for improving learning) while high school counselors were more inclined to rate items related to goal planning at a higher level.

School Counseling Programs and Career Development

Just over 70% of the respondents agreed or strongly agreed that exploratory career development experiences and activities related to career planning should be considered in national standards. School counselors more readily agreed that career

development activities were more important than employment readiness activities for national standards. Educational goal setting and career goal setting received strong support. The results of this section of the survey is presented in Tables 15 through 18 in the Appendix.

We found that high school counselors responded significantly differently from elementary and middle school counselors on several items. High school counselors indicated a greater willingness to address career preparation activities in national standards. Elementary and middle school counselors tended to support career development program elements that were more developmental in nature such as explore skills, explore careers, understanding relationships among school, community and work, career planning, and acquiring information skills. Items specifically related to employment information generated less support for national standards on the part of the elementary and middle school respondents than the high school counselors.

Of the three general areas investigated, the overall means for national standards and current programs showed that school counselors reported the largest support for personal/social development(M=4.43; M=4.16), followed by educational development (M=4.13; M=3.78), and career development (M=4.02; M=3.38). Regional differences, school setting, community wealth and caseload had little or no influence on the findings.

School Counseling Programs and System Support

The purpose of this section of the survey was to determine which system support services should be considered part of a school counseling program.

Respondents were asked to determine the relative importance of addressing the item in national standards and as part of the current school counseling program.

Elementary school counselors, who reported the largest caseload and often work in multiple school buildings, tended to favor activities which assisted those who work directly with students. These included: conducting parent workshops (M=3.62), collaboration with community agencies (M=4.43), providing staff development for teachers (M=3.73), and consulting with staff (M=4.72). High school counselors placed a high priority on activities that focused on academic issues such as student placement (M=4.06), achievement (M= 3.33), college entrance testing (M=3.60), and administering career inventories (M= 4.00). Junior high and middle school counselors strongly promoted involvement in advisory activities (M=3.46), which usually require collaboration with the entire school staff.

Items concerning conducting parent workshops, collaborating with community agencies, participating in school reform initiatives, and consultation received strong support from all respondents for national standards and in current school counseling programs.

The respondents also strongly agreed that activities such as assisting in organizing school assemblies, managing grade reporting, and participating in other school duties, are not considered an essential part of a school counseling program at either the elementary, middle/junior high school or high school level. An overview of the findings in this section can be can be found in Tables 19 through 22.

SUMMARY AND IMPLICATIONS FOR FUTURE RESEARCH

Principal Findings

School counselors overwhelmingly (82%) supported the development of national standards. The basis for the desire to have national standards is rooted in the recency of the evolution of the occupation, the wide diversity of services that school counselors provide to students, and the responsiveness of the school counseling community to societal needs and demands.

The majority of school counselors want national standards based more upon practice than theory, however, not from their current practice but rather from an envisioned practice. School counselors strongly and broadly proclaimed that a national standards based program would raise the expectations of what is important in current practice. This study also determined that the work setting of the school counselor strongly influenced program priorities for national standards and in current school counseling programs. Elementary, middle/junior high and high school counselors identified program preferences that are based upon developmental or age appropriate needs of students.

Personal/social development program activities received the strongest level of support for national standards development and also in current practice. This was followed by educational development. Within the areas of personal/social, educational and career development, distinct priorities emerged by work level. These results held true for national standards and in current programs. The overall findings demonstrated that most of the statistically significant differences revealed in school counseling

program components were related to the work level setting of the school counselor. Elementary school counselors consistently gave the highest ratings to activities that supported personal/social growth such as self awareness. High school counselors strongly supported educational development needs such as academic planning and goal setting. Despite the current national attention on career development, there was a lack of consensus in the importance of specific activities for both national standards and in current programs.

Implications

This research study clearly has established that school counselors strongly and broadly wish to have national standards. The findings confirmed the belief that national standards will identify a focal point for practice, articulate a professional mission, provide a center for aspiration and momentum for the future. School counselor practitioners have expressed a need and a desire for national standards and have articulated their opinion as to what national standards should contain. The findings further delineated the program priorities of elementary, middle/junior high and high school counselors. School counselors have identified what they believe is important in their current programs and what is important to include in national standards.

The school counselors who participated in this study responded that national standards:

- would provide the mechanism for school counseling to be accepted as a legitimate component of the educational system;

- could establish similar goals, expectations, support systems and experiences for all students as a result of participation in school counseling programs; and
- may help to define the vision and goals for the school counseling for the twenty-first century.

National standards will help the school counseling community to look within itself to clarify its purpose and establish higher expectations of quality. Standards based programs require a demonstration of what students should know and be able to do. This will necessitate the development of new and different measures of accountability to evidence that student outcomes are achieved. National standards could assist the occupation to demonstrate the effectiveness of school counseling programs and their relationship to student achievement. Conversations must occur on the national, state and local level to ensure that a standards based program is viable and feasible. National standards will accomplish little if implementation is not possible.

The findings also demonstrated that school counselors strongly and broadly proclaimed that a national standards based program would raise the expectations of what is important in current practice. The respondents also revealed a tendency to support the majority of the survey items as important in national standards. However, this study is not about the capacity of school counselors to accomplish the objectives of a standards based program.

The development of national standards, as illustrated by events within the academic disciplines, will raise new issues and concerns and identify new problems.

Adopting standards can fundamentally change the educational system (Mitchell, 1996), however, the national standards movement has yet to produce evidence to support this premise. The impact of change on school counseling programs will remain to be seen.

Considerations For Future Research

Research has demonstrated that school counseling programs support student success in school through personal/social, educational and career development experiences. School counseling programs also may assist students achieve the expectations of the newly released national academic standards. Future research can be the impetus to develop measures to validate student success as an outcome of a standards based school counseling program.

This study has raised additional questions about the distinctiveness of elementary, middle/junior high and high school counseling programs. Respondents have identified priorities in each of the broad areas of student development (personal/social, educational, career) that comprise school counseling programs at each school level. These preferences may necessitate the need to research current school counselor pre-service programs and credentialing models to determine if specific training for each level, similar to the educational model for elementary, middle/junior high and high school teachers, is necessary.

The development of national standards also may require an articulation between the pre-service curriculum and the requisite knowledge and skills essential to success in a school system. The Council for Accreditation of Counseling and Related

Educational Program (CACREP) and organizations such as the Association for Counselor Educators and Supervisors (ACES) must work with the American School Counselor Association to identify the gaps and bring about the necessary alignment.

The findings from this research study form the foundation for the development of national standards for school counseling programs. Considerable thought, exploration and conversation are essential to ensure that the voice of the practitioner is not lost among good intentions and political agendas. The school counseling community can proactively apply these findings to direct the future role and mission of school counseling and support a nation of learners to achieve academic success in school.

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National Standards for School Counseling Programs

SCHOOL COUNSELOR SURVEY

The American School Counselor Association (ASCA) is considering developing national standards for school counseling programs and is extremely interested in your opinion. Because school counseling is different from the academic disciplines, ASCA's consideration of the development of national standards for school counseling programs must reflect the thinking of school counselors and include research and practice. Elementary, middle/junior high, high school counselors and school district counselor supervisors from across the country are being asked to provide input concerning the development of national standards for school counseling programs.

As a school counselor you have been selected to help in this very important undertaking. Your responses will contribute to the future direction of school counseling programs and the contribution they make to our nation's educational system. Thank you for participating in this very important undertaking.

Directions: For purposes of this survey, a school counseling program is defined as the comprehensive set of services, tasks, and functions delivered by a professional school counselor practitioner in an elementary, middle/junior high, or high school setting. The information you supply will be kept confidential. However, if any item requests information that you do not wish to provide, feel free to omit it.

SECTION I. Attitudes toward developing national standards for school counseling programs

Please answer the following by checking the one response that **best** indicates your opinion:

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable	National standards for school counseling programs.....
☐	☐	☐	☐	☐	☐	A. should be developed.
☐	☐	☐	☐	☐	☐	B. are necessary to better define the role of school counseling in American education.
☐	☐	☐	☐	☐	☐	C. should be based *more* upon school counseling theory than on practice.
☐	☐	☐	☐	☐	☐	D. should be student-outcome oriented.
☐	☐	☐	☐	☐	☐	E. should support the educational mission of the school.
☐	☐	☐	☐	☐	☐	F. should reflect the belief that all children can learn given the time, tools, and motivation to do so.
☐	☐	☐	☐	☐	☐	G. should be based more upon school counseling practice than on theory.
☐	☐	☐	☐	☐	☐	H. should help ensure equal access and equal opportunity for all students.
☐	☐	☐	☐	☐	☐	I. should emphasize counseling, consultation, coordination, and collaboration as the primary methods of delivery.

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SECTION II. What purposes would the development of national standards for school counseling programs serve?

Please answer the following by checking the one response that **best** indicates your opinion:

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable	National standards for school counseling programs.....
☐	☐	☐	☐	☐	☐	A. would legitimize the mission of school counseling.
☐	☐	☐	☐	☐	☐	B. would establish similar expectations and experiences for all students.
☐	☐	☐	☐	☐	☐	C. would more clearly define the role of school counseling programs in the educational system.
☐	☐	☐	☐	☐	☐	D. would assist school counselors in becoming active players in school reform.
☐	☐	☐	☐	☐	☐	E. would establish school counseling as a recognized component of the educational system.
☐	☐	☐	☐	☐	☐	F. would define the goals that are considered important for school counseling.
☐	☐	☐	☐	☐	☐	G. would establish a framework upon which effective school counseling programs can be designed.
☐	☐	☐	☐	☐	☐	H. would ensure high expectations for school counseling programs.

SECTION III. Program Domains

Directions: The three program domains presented in this section are based upon the principles of comprehensive developmental school counseling. Each domain's section contains a list of items that could be considered for inclusion in program standards.

Please respond to this section **based upon your role** as an elementary, middle/junior high, or high school counselor or counselor supervisor.

The scale on the left gives you the opportunity to rate an item for consideration as a national program standard, while the scale on the right provides you with an opportunity to think about and rate the item as part of your **current** school counseling program.

Please answer the following by checking one response in each column that **best** indicates your opinion:

Domain A. Personal/Social Development (Learning to Live). Items in this domain deal with assisting students to successfully employ interpersonal, intrapersonal, and social skills.

How important is it that this item be addressed in the *national standards* for school counseling programs?							How important is this item as a part of your *current* school counseling program?					
Very Important 5	4	Moderately Important 3	2	Not Important 1	Does Not Apply		Very Important 5	4	Moderately Important 3	2	Not Important 1	Does Not Apply
						Opportunities for students to.....						
☐	☐	☐	☐	☐	☐	A. participate in self awareness activities.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	B. develop positive attitudes towards self and others.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	C. learn to make healthy and safe choices.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	D. understand and accept responsibility for choices.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	E. learn to resolve conflicts.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	F. get help in securing assistance from outside the school.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	G. practice interpersonal relationship skills.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	H. demonstrate safety, survival and coping skills.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	I. establish life goals.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	J.. acquire self management and self discipline skills.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	K. apply problem solving skills.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	L. express feelings.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	M. examine the influence of peer pressure.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	N. understand and appreciate the differences in others.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	O. learn to appreciate home, family, and community.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	P. develop a personal support group.	☐	☐	☐	☐	☐	☐

Domain B. Educational Development (Learning to Learn). Items in this domain deal with assisting students to achieve school success and develop skills to successfully engage in life long learning.

How important is it that this item be addressed in the *national standards* for school counseling programs?							How important is this item as a part of your *current* school counseling program?					
Very Important 5	4	Moderately Important 3	2	Not Important 1	Does Not Apply		Very Important 5	4	Moderately Important 3	2	Not Important 1	Does Not Apply
						Opportunities for students to.....						
☐	☐	☐	☐	☐	☐	A. establish educational goals.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	B. understand individual learning styles.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	C. acquire effective study and test taking skills.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	D. identify the factors that influence school achievement.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	E. participate in parent, student, teacher conferences.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	F. examine course options to develop an academic plan of study.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	G. understand standardized test scores.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	H. organize, manage, and use time effectively.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	I. assess and evaluate progress towards educational goals.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	J. gather information about college and postsecondary career options and opportunities.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	K. know *when and where* to seek academic support and assistance.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	L. advocate for equitable educational opportunity.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	M. appreciate the value of life-long learning.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	N. understand individual capabilities and potential to achieve educational goals.	☐	☐	☐	☐	☐	☐

Domain C. Career Development (Learning to Work). Items in this domain deal with assisting students to become aware of life/career choices and participate in career development activities to prepare for the world of work.

How important is it that this item be addressed in the *national standards* for school counseling programs?							How important is this item as a part of your *current* school counseling program?					
Very Important 5	4	Moderately Important 3	2	Not Important 1	Does Not Apply		Very Important 5	4	Moderately Important 3	2	Not Important 1	Does Not Apply
						Opportunities for students to.....						
☐	☐	☐	☐	☐	☐	A. explore skills, interests, and abilities.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	B. explore careers.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	C. understand the relationship between school, community, and work.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	D. understand the relationship between personal qualities and career planning.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	E. make decisions, set goals, and take action to achieve career goals.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	F. identify the balance between work and leisure.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	G. apply job readiness skills to seek employment opportunities.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	H. learn about the rights and responsibilities of employers and employees.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	I. understand the changing needs of the workforce.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	J. receive assistance in job placement.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	K. develop information acquisition skills.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	L. have a work-based exploration experience.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	M. develop an educational plan to support their career goals.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	N. understand the education and training needed to achieve career goals.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	O. acquire employability skills.	☐	☐	☐	☐	☐	☐

SECTION IV. System Support Activities by School Counselors

Directions: School counselors are involved in a variety of activities in their school building. Some of these are directly related to the school counseling program, and some are related to the operational needs of the school building. The purpose of this section is to determine which activities are considered part of a school counseling program.

Please respond to this section **based upon your role** as an elementary, middle/junior high, or high school counselor.

The scale on the left gives you the opportunity to rate an item for consideration as a national program standard, while the scale on the right provides you with an opportunity to think about the item as part of your **current** school counseling program.

Please answer the following by checking the one response in each column that **best** indicates your opinion:

How important is it that this item be addressed in the *national standards* for school counseling programs?							**How important is this item as a part of your *current* school counseling program?**						
Very Important 5	4	**Moderately Important** 3	2	**Not Important** 1	**Does Not Apply**		**Very Important** 5	4	**Moderately Important** 3	2	**Not Important** 1	**Does Not Apply**
						School counselors provide system support by.....						
☐	☐	☐	☐	☐	☐	A. facilitating student placement.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	B. coordinating parent, teacher, and/or student conferences.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	C. conducting parent workshops.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	D. planning and managing student academic programs of study.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	E. coordinating advisory programs.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	F. assisting in organizing school assembly programs.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	G. managing grade reporting and student rank in class.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	H. providing staff development programs for teachers.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	I. collaborating with community agencies on student referrals.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	J. organizing and conducting standardized achievement and aptitude test programs.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	K. organizing and conducting career assessment inventories.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	L. organizing and conducting college/ vocational entrance examination programs.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	M. participating in other school duties such as: bus duty, playground duty, lunch and hall duty.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	N. participating in school/district school reform initiatives.	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	O. consulting with faculty and administration.	☐	☐	☐	☐	☐	☐

SECTION V. Demographics

A. Please indicate your sex.

- ☐ Female
- ☐ Male

B. Which category best describes your racial/ethnic background?

- ☐ White (Non-Hispanic)
- ☐ Black (Non-Hispanic)
- ☐ Hispanic
- ☐ Asian or Pacific Islander
- ☐ Native American (Alaskan Native, American Indian)
- ☐ Multi-racial/multi-ethnic
- ☐ Other

C. In which state do you live? _____

D. Which of the following best describes your current level of education?

- ☐ Bachelor's
- ☐ Bachelor's plus courses
- ☐ Master's degree
- ☐ Specialist's degree
- ☐ Doctorate

E. Which of the following best describes your school setting?

- ☐ Urban
- ☐ Suburban
- ☐ Rural

F. Which of the following best describes your school?

- ☐ Public school
- ☐ Private or parochial school

G. Which one of the following best describes the population of the community in which your school(s) are located?

- ☐ Low income
- ☐ Low to middle income
- ☐ Middle income
- ☐ Middle to upper income
- ☐ Upper income

H. At which level(s) do you work as a school counselor? Check all that apply:

- ☐ Elementary School Counselor
- ☐ Middle/Junior High School Counselor
- ☐ High School Counselor
- ☐ Supervisor of School Counselors

I. Do you work in a special purpose school?

☐ No ☐ Yes → If yes, indicate the type of school.

- ☐ Magnet school
- ☐ Technical/vocational school
- ☐ Special education school
- ☐ Other

J. How many years have you worked as a school counselor?

- ☐ 1 year or less
- ☐ 2 to 5 years
- ☐ More than 5 years
- ☐ More than 10 years
- ☐ More than 20 years

K. Please fill in the number of students in your individual caseload and the approximate number of students in each of the school building(s) to which you are assigned.

Building	Your Student Caseload	Total Number of Students in Building
1		
2		
3		
4		
5		

L. Are you a member of the American School Counselor Association (ASCA)?

- ☐ yes
- ☐ no

continued...

SECTION VI. Comments

Are there any comments you would like to make concerning national standards for school counseling programs?

Thank you for assisting us with this important project!

Table 1

PERCENTS & FREQUENCIES OF TOTAL RESPONSES/FREQUENCIES

SECTION 1 Attitudes Towards Developing National Standards

SECTION I	Total % (4) + (5)	Strongly Agree (5)		Agree (4)		Neutral (3)		Disagree (2)		Strongly Disagree (1)	
Should develop	**82.0%**	406	36.0%	518	46.0%	133	11.8%	41	3.6%	18	1.6%
Necessary	**83.3%**	404	35.8%	535	47.5%	104	9.2%	52	4.6%	14	1.2%
Theory based	**15.3%**	46	4.1%	126	11.2%	276	24.5%	526	46.7%	119	10.6%
Outcome oriented	**78.1%**	343	30.4%	538	47.7%	145	12.9%	59	5.2%	13	1.2%
Mission support	**89.6%**	427	37.9%	583	51.7%	77	6.8%	19	1.7%	5	0.4%
Learn	**91.0%**	553	49.1%	472	41.9%	62	5.5%	18	1.6%	6	0.5%
Practice based	**66.7%**	282	25.0%	470	41.7%	212	18.8%	112	9.9%	21	1.9%
Student access	**95.4%**	678	60.2%	397	35.2%	34	3.0%	5	0.4%	4	0.4%
Delivery	**91.8%**	574	50.9%	461	40.9%	53	4.7%	14	1.2%	5	0.4%

Total % (4) + (5) = total percentage of respondents selecting "Strongly Agree" or "Agree"

MEANS/STANDARD DEVIATIONS

Table 2

Work Setting Analysis

SECTION 1 Attitudes Towards Developing National Standards

	Elementary		Middle/JHS		High School		Supervisor		Total Respondents	
SECTION 1	*Mean*	*Std. Dev.*	*Mean*	*Std. Dev.*	*Mean*	*Std. Dev.*	*Mean*	*Std. Dev.*	*Mean*	*Std. Dev.*
Should develop	4.1731	0.8343	4.1019	0.9057	4.0572	0.9267	4.1470	0.9021	4.1203	0.8723
Necessary	4.1827	0.8302	4.0919	0.8766	4.1022	0.9125	4.3088	0.7965	4.1259	0.8623
Theory based	2.5580	0.9935	2.4921	0.9538	2.4409	0.9759	2.5220	1.0203	2.4995	0.9731
Outcome oriented	4.0000	0.8836	3.9921	0.8987	4.0793	0.8754	4.1594	0.7974	4.0280	0.8817
Support mission	4.2790	0.6920	4.2230	0.7113	4.2740	0.7109	4.3857	0.5969	4.2596	0.7077
Learning	4.3955	0.7282	4.4061	0.7096	4.3522	0.7246	4.5797	0.5259	4.3791	0.7266
Practice based	3.7661	1.0111	3.8031	1.0101	3.8433	0.9715	3.9264	1.0690	3.7931	0.9952
Student access	4.5528	0.5885	4.5518	0.6398	4.5496	0.6497	4.6285	0.5155	4.5486	0.6217
Delivery	4.4752	0.7197	4.3946	0.6746	4.4249	0.6619	4.4202	0.6279	4.4330	0.6920

MEANS/STANDARD DEVIATIONS

Table 3

Regional Analysis

SECTION 1 Attitudes Towards Developing National Standards

	North Atlantic		South		Mid West		West		Total Respondents	
SECTION 1	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
Should develop	4.2270	0.8391	4.1794	0.8226	*** 3.9629	0.8902	4.1639	0.9050	4.1333	0.8642
Necessary	* 4.2134	0.8648	4.1925	0.7751	* 4.0169	0.9201	4.1657	0.8531	4.1471	0.8532
Theory based	2.5060	1.0354	2.5338	0.9722	2.5187	0.8935	2.4157	1.0285	2.4935	0.9824
Outcome oriented	4.0674	0.8226	4.0653	0.8815	3.9762	0.8508	4.0617	0.9457	4.0426	0.8751
Support mission	4.2539	0.6849	4.2780	0.7082	4.2818	0.6521	4.2651	0.7574	4.2697	0.0701
Learning	4.4488	0.7024	4.3840	0.6755	4.3678	0.7210	4.4120	0.7656	4.4031	0.7161
Practice based	3.8040	1.0007	3.8346	1.0012	3.7755	0.9405	3.7921	1.0558	3.8015	0.9995
Student access	4.5803	0.6277	4.5888	0.5863	4.4832	0.6041	4.6043	0.6107	4.5641	0.6072
Delivery	4.4658	0.6597	4.4773	0.6531	** 4.328	0.7210	4.4835	0.6625	4.4388	0.6740

Significance *p< 05

**p< 01

***p< 001

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PERCENTS & FREQUENCIES OF TOTAL RESPONSES/FREQUENCIES

Table 4

SECTION II. What purposes would the development of national standards serve?

SECTION II.	Total % (4) + (5)	Strongly Agree (5)		Agree (4)		Neutral (3)		Disagree (2)		Strongly Disagree (1)	
Mission legitimacy	**74.3%**	343	30.4%	495	43.9%	199	17.7%	49	4.3%	8	0.7%
Student expectations	**72.1%**	233	20.7%	579	51.4%	199	17.7%	49	4.3%	15	1.3%
Define role	**90.8%**	468	41.5%	556	49.3%	50	4.4%	28	2.5%	3	0.3%
School reform	**70.9%**	296	26.4%	501	44.5%	211	18.7%	81	7.2%	7	0.6%
Educational system	**84.6%**	474	42.1%	479	42.5%	96	8.5%	47	4.2%	7	0.6%
Define goals	**89.2%**	410	36.4%	595	52.8%	67	5.9%	27	2.4%	2	0.2%
Establish framework	**81.1%**	422	37.4%	493	43.7%	193	17.1%	57	5.1%	10	0.9%
High expectations	**74.5%**	347	30.8%	493	43.7%	193	17.1%	57	5.1%	10	0.9%

Total % (4) + (5) = total percentage of respondents selecting "Strongly Agree" or "Agree"

MEANS/STANDARD DEVIATION

Table 5

Work Setting Analysis

SECTION II. What purposes would the development of national standards serve?

	Elementary		Middle/JHS		High School		Supervisor		Total Respondents	
SECTION 2	*Mean*	*Std. Dev.*	*Mean*	*Std. Dev.*	*Mean*	*Std. Dev.*	*Mean*	*Std. Dev.*	*Mean*	*Std. Dev.*
Mission legitimacy	4.0888	0.8095	3.9566	0.8540	3.9913	0.9215	4.1029	0.8662	4.0417	0.8610
Student expectations	3.8778	0.8789 *	3.7244	0.9382	3.9104	0.9012	3.8970	0.9946	3.8354	0.9044
Define role	4.3670	0.6522	4.2684	0.7193	4.3229	0.7522	4.3382	0.6826	4.3184	0.7050
School reform	4.0005	0.8905 **	3.7362	0.9096	3.9230	0.9117	4.0140	0.7824	3.9030	0.9082
Educational system	4.3292	0.7813 *	4.1882	0.8299 *	4.1704	0.9023	4.2794	0.7500	4.2354	0.8367
Define goals	4.2850	0.6749	4.2055	0.6995	4.2606	0.7230	4.2794	0.6428	4.2560	0.6992
Establish framework	4.2734	0.7038	4.2283	0.6799	4.2994	0.7302	4.3623	0.6410	4.2609	0.7078
High expectations	4.0765	0.8768	3.9842	0.8592	3.9687	0.9162	3.9705	0.9458	4.0117	0.8804

*Significance: *p< 05*
*** p< 01*

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MEANS/STANDARD DEVIATION

Table 6

Regional Analysis

SECTION II. What purposes would the development of national standards serve?

	North Atlantic		South			Mid West		West		Total Respondents	
SECTION 2	Mean	Std. Dev.	Mean	Std. Dev.		Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
Mission legitimacy	4.1422	0.8330	4.0911	0.7844	**	3.8435	0.9361	4.0170	0.8584	4.0234	0.8529
Student expectations	3.9146	0.9415	3.9186	0.8684		3.7167	0.8980	3.7897	0.9538	3.8349	0.9154
Define role	4.3640	0.7110	4.3856	0.6220		4.2297	0.7139	4.2905	0.7749	4.3174	0.7054
School reform	3.9640	0.8977	3.9567	0.9125		3.8197	0.8732	3.8870	0.9037	3.9068	0.8967
Educational system	4.3040	0.7887	4.3155	0.8034	*	4.1047	0.8630	4.2303	0.8287	4.2386	0.8209
Define goals	4.3092	0.6990	4.3457	0.6430	***	4.1122	0.7041	4.2655	0.7011	4.2581	0.6868
Establish framework	4.3306	0.6857	4.2978	0.6625		4.1462	0.7497	4.3352	0.6728	4.2774	0.6926
High expectations	4.0520	0.8603	4.0775	0.8767	**	3.8367	0.8785	4.1129	0.8846	4.0197	0.8775

Significance: *p< .01
**p< .001
***p< 0001

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Table 7

PERCENTS OF TOTAL RESPONSES

DOMAIN A. PERSONAL/SOCIAL DEVELOPMENT

Items in this domain deal with assisting students to successfully employ interpersonal, intrapersonal, and social skills.

	NATIONAL STANDARDS					
Domain A.	Total % (4) + (5)	Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
Self Awareness	81.80%	51.80%	30.00%	12.90%	1.70%	0.62%
Positive Attitude	91.30%	73.00%	20.20%	3.50%	0.27%	0.18%
Choices	93.80%	74.50%	19.40%	3.00%	0.27%	0.27%
Responsibility	94.80%	80.00%	14.60%	2.30%	0.09%	0.18%
Conflict Resolution	93.30%	76.40%	16.90%	3.50%	0.18%	0.18%
Outside Help	72.10%	36.80%	35.30%	20.40%	3.11%	0.80%
Interpersonal Skills	86.70%	57.90%	28.80%	9.40%	0.71%	0.35%
Coping Skills	81.40%	48.45%	33.00%	12.40%	2.66%	0.35%
Life Goals	85.00%	44.90%	31.14%	17.20%	2.75%	0.62%
Self Management	88.50%	57.32%	31.23%	7.99%	0.27%	0.27%
Problem Solving	90.80%	63.18%	27.60%	5.68%	0.44%	0.18%
Express Feelings	82.60%	53.24%	29.37%	13.31%	0.89%	0.35%
Peer Pressure	81.60%	48.09%	33.54%	13.22%	1.60%	0.62%
Differences	90.30%	63.89%	26.35%	6.30%	0.62%	0.18%
Home/Family/Community	78.17%	45.43%	32.74%	15.71%	2.48%	0.08%
Support Group	65.10%	32.21%	33.90%	24.84%	4.17%	1.69%

Table 8

PERCENTS OF TOTAL RESPONSES

DOMAIN A. PERSONAL/SOCIAL DEVELOPMENT - Work Setting Analysis

Items in this domain deal with assisting students to successfully employ interpersonal, intrapersonal, and social skills.

	CURRENT PROGRAM					
Domain A.	Total % (4) + (5)	Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
Self Awareness	66.70%	41.26%	25.38%	22.98%	5.59%	1.69%
Positive Attitude	83.60%	61.93%	21.65%	10.91%	2.75%	0.18%
Choices	84.40%	60.60%	24.76%	9.23%	2.31%	0.35%
Responsibility	87.00%	66.90%	20.14%	8.52%	1.60%	0.44%
Conflict Resolution	83.30%	62.20%	21.12%	11.36%	2.13%	0.71%
Outside Help	60.40%	25.82%	34.61%	27.51%	6.65%	1.33%
Interpersonal Skills	73.80%	44.37%	29.37%	17.66%	5.06%	0.71%
Coping Skills	66.20%	33.45%	32.65%	21.12%	7.36%	1.77%
Life Goals	58.80%	26.97%	31.77%	27.15%	7.72%	1.86%
Self Management	75.50%	42.50%	33.01%	17.04%	3.99%	0.53%
Problem Solving	88.80%	45.87%	32.92%	14.73%	3.64%	0.53%
Express Feelings	77.60%	49.16%	28.39%	14.55%	4.17%	0.98%
Peer Pressure	68.90%	36.82%	32.12%	21.56%	5.86%	1.15%
Differences	75.70%	47.83%	27.86%	16.33%	4.26%	1.24%
Home/Family/Community	64.40%	31.23%	33.19%	23.87%	6.83%	2.31%
Support Group	50.10%	21.12%	29.02%	31.77%	11.09%	3.28%

Table 9

MEANS/STANDARD DEVIATIONS

DOMAIN A. PERSONAL/SOCIAL DEVELOPMENT

Work Setting Analysis

Items in this domain deal with assisting students to successfully employ interpersonal, intrapersonal and social skills

	NATIONAL STANDARD					
	Elementary		Middle/JHS		High School	
Domain A	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
Self Awareness	4.4783	0.7520	4.3705	0.7589	4.2186	0.8670
Positive Attitude ***	4.8126	0.4508 ***	4.7075	0.5426	4.6058	0.6030
Choices	4.7752	0.4947	4.7211	0.5495	4.7159	0.5128
Responsibility	4.8177	0.4653	4.8031	0.4030	4.7832	0.4401
Conflict Resolution	4.8337	0.4250	4.7698	0.4825 ***	4.6530	0.5930
Outside Help	4.1253	0.8895	3.9920	0.8973	4.1399	0.8744
Interpersonal Skills ***	4.6734	0.5618 ***	4.4484	0.7015 ***	4.3265	0.8034
Coping Skills	4.4578	0.7485 *	4.2996	0.7765	4.2105	0.8573
Life Goals **	4.0928	0.9108 **	4.1220	0.8507	4.4577	0.9400
Self Management	4.5431	0.6733	4.4640	0.6306	4.4840	0.6672
Problem Solving	4.6911	0.5670 ***	4.4827	0.6647	4.5462	0.6574
Express Feelings	4.5736	0.6723 ***	4.3386	0.5546	4.2347	0.8615
Peer Pressure	4.4506	0.7180	4.3426	0.7868	4.1502	0.8883
Differences	4.6725	0.5938	4.5968	0.6246	4.4869	0.7038
Home/Family/Community	4.3645	0.8381 ***	4.1785	0.8615	4.1565	0.8957
Support Group *	4.0826	0.8859	3.8200	0.9684	3.9352	0.9521

Significance: *p< .01

**p< .001

***p< .0001

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Table 10

MEANS/STANDARD DEVIATIONS

DOMAIN A. PERSONAL/SOCIAL DEVELOPMENT

Work Setting Analysis

Items in this domain deal with assisting students to successfully employ interpersonal, intrapersonal and social skills

	CURRENT PROGRAM								
	Elementary			Middle/JHS			High School		
Domain A		Mean	Std. Dev.		Mean	Std. Dev.		Mean	Std. Dev.
Self Awareness	*	4.3612	0.8588	***	4.1035	0.9601	***	3.5801	1.0944
Positive Attitude	***	4.7645	0.5192	***	4.5494	0.7209	***	4.0492	0.9785
Choices	***	4.6944	0.6134	***	4.5498	0.7066	***	4.1855	0.9086
Responsibility	***	4.7544	0.5552	***	4.6220	0.6375	***	4.2774	0.9143
Conflict Resolution	***	4.7204	0.5953	*	4.5634	0.7076	***	4.1049	0.9965
Outside Help		3.8094	0.9354		3.7960	1.0013		3.7696	0.964
Interpersonal Skills	***	4.5291	0.7019	***	4.1785	0.8872	***	3.7084	1.0399
Coping Skills	***	4.2301	0.8463	***	3.9554	0.9949	***	3.5526	1.0829
Life Goals	**	3.5464	1.0016	**	3.6160	1.0235		4.1078	0.9459
Self Management		4.3502	0.7966	***	4.1680	0.8625	***	3.9565	0.9729
Problem Solving	***	4.5012	0.6876	***	4.2270	0.8697	***	3.9479	0.9739
Express Feelings	***	4.6142	0.6491	***	4.2549	0.8498	***	3.8376	1.065
Peer Pressure		4.2354	0.8541		4.1515	0.8561	***	3.6300	1.0814
Differences	***	4.4886	0.7259	***	4.2025	0.8922	***	3.8695	1.1028
Home/Family/Community	***	4.0962	0.9292	***	3.8214	1.0098	***	3.6165	1.0824
Support Group	**	3.7153	0.9926		3.5120	1.0407		3.4117	1.1242

Significance: *p< .01
**p< .001
***p< .0001

PERCENTS OF TOTAL RESPONSES

Table 11

DOMAIN B. EDUCATIONAL DEVELOPMENT

Items in this domain deal with assisting students to achieve school success and develop skills to successfully engage in life long learning.

	NATIONAL STANDARD					
Domain B	**Total % (4) + (5)**	**Strongly agree (5)**	**Agree (4)**	**Neutral (3)**	**Disagree (2)**	**Strongly disagree (1)**
Educational goals	79.00%	49.51%	29.55%	14.73%	1.69%	0.98%
Learning styles	67.90%	32.12%	35.85%	23.34%	3.99%	1.15%
Study skills	76.20%	40.64%	35.58%	15.59%	3.28%	0.98%
Achievement	74.50%	37.62%	36.91%	18.54%	3.02%	1.06%
Conferences	74.00%	43.66%	30.35%	18.28%	2.84%	1.24%
Course options	66.90%	36.47%	30.43%	14.82%	4.26%	2.57%
Standardized tests	60.80%	28.39%	32.39%	26.00%	5.24%	2.48%
Time management	79.10%	45.96%	33.10%	14.20%	2.40%	1.06%
Progress	71.50%	34.61%	37.89%	19.43%	2.48%	1.24%
Gather information	68.20%	40.99%	27.24%	11.98%	3.46%	3.11%
Academic support	77.90%	45.16%	32.65%	13.58%	2.84%	0.98%
Equal opportunity	64.20%	37.09%	27.06%	21.03%	4.35%	2.22%
Life long learning	79.30%	50.93%	28.39%	13.66%	2.48%	0.62%
Individual potential	82.90%	48.98%	33.90%	11.80%	1.33%	0.62%

Table 12

PERCENTS OF TOTAL RESPONSES

DOMAIN B. EDUCATIONAL DEVELOPMENT

Items in this domain deal with assisting students to achieve school success and develop skills to successfully engage in life long learning.

	CURRENT PROGRAM					
Domain B	**Total %** **(4) + (5)**	**Strongly agree** **(5)**	**Agree** **(4)**	**Neutral** **(3)**	**Disagree** **(2)**	**Strongly disagree** **(1)**
Educational goals	62.60%	35.05%	27.60%	24.31%	6.12%	1.86%
Learning styles	47.10%	18.37%	28.66%	32.92%	13.66%	2.40%
Study skills	59.90%	26.97%	32.92%	26.00%	8.25%	1.77%
Achievement	55.90%	24.05%	31.94%	28.84%	9.85%	1.86%
Conferences	71.00%	44.90%	26.09%	17.75%	5.50%	1.42%
Course options	49.60%	28.04%	21.56%	15.97%	6.83%	3.11%
Standardized tests	47.40%	21.03%	26.44%	26.62%	10.29%	4.53%
Time management	56.10%	31.94%	34.25%	21.83%	7.36%	1.33%
Progress	54.00%	21.47%	32.48%	26.71%	9.85%	1.15%
Gather information	44.80%	27.06%	17.66%	13.22%	7.01%	4.08%
Academic support	63.50%	30.61%	32.92%	21.21%	5.68%	0.80%
Equal opportunity	44.60%	21.65%	22.89%	27.68%	8.70%	3.19%
Life long learning	58.20%	31.50%	26.71%	25.47%	8.96%	1.51%
Individual potential	6.98%	34.07%	35.67%	20.41%	5.06%	0.62%

Table 13

MEANS/STANDARD DEVIATIONS

DOMAIN B. EDUCATIONAL DEVELOPMENT - WORK SETTING ANALYSIS

Items in this domain deal with assisting students to achieve school success and develop skills to successfully engage in life-long learning

		NATIONAL STANDARD						
		Elementary		Middle/JHS			High School	
Domain B		*Mean*	*Std. Dev.*	*Mean*	*Std. Dev.*		*Mean*	*Std. Dev.*
Educational goals		4.1072	0.9138	4.1895	0.8673	***	4.5681	0.7229
Learning styles		4.0052	0.9521	3.9076	0.8714		4.0145	0.9187
Study skills		4.2202	0.9103	4.0278	0.8929		4.1964	0.8648
Achievement		4.1943	0.8380	4.0039	0.8494		4.1046	0.9558
Conferences		4.2105	0.9498	4.1400	0.8955		4.2088	0.8952
Course options		3.7789	1.1250	3.8715	0.9957	***	4.4273	0.8208
Standardized tests	***	3.7594	1.0841	*** 3.7078	0.9788		4.0787	0.9042
Time management		4.3171	0.8285	4.1474	0.9088		4.2332	0.8696
Progress		4.0029	0.9394	3.9268	0.8532	*	4.2573	0.8129
Gather information		3.7569	1.2222	3.7573	1.0141	*	4.5581	0.6992
Academic support		4.1622	0.9740	4.1958	0.8104	*	4.4289	0.7730
Equal opportunity		4.0766	1.0690	* 3.8728	1.0350		4.1246	0.9466
Life long learning		4.4150	0.8414	** 4.2113	0.8817		4.3333	0.8447
Individual potential		4.3842	0.7890	* 4.2360	0.8028		4.4046	0.7735

Significance *p< 05

**p< 01

***p< 001

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MEANS/STANDARD DEVIATIONS

Table 14

DOMAIN B. EDUCATIONAL DEVELOPMENT - WORK SETTING ANALYSIS

Items in this domain deal with assisting students to achieve school success and develop skills to successfully engage in life-long learning

	CURRENT PROGRAM								
	Elementary			Middle/JHS			High School		
Domain B		*Mean*	*Std. Dev.*		*Mean*	*Std. Dev.*		*Mean*	*Std. Dev.*
Educational goals	****	3.5335	1.0480	****	3.7096	0.9782	****	4.4667	0.7822
Learning styles		3.5312	1.0177		3.4096	0.9985		3.4593	1.0652
Study skills		3.8031	1.0383		3.7569	1.0077		3.7567	0.9810
Achievement		3.7493	1.0128		3.6600	0.9810		3.6482	1.0477
Conferences		4.0684	1.0662		4.1720	0.9601		4.1852	0.9273
Course options	****	3.0000	1.1853	****	3.5642	1.1008	****	4.4825	0.7047
Standardized tests		3.2753	1.2374		3.4321	1.0822	****	3.9008	0.9449
Time management		3.9948	0.9668		3.9641	0.9470	***	3.8017	1.0115
Progress		3.4463	1.0116		3.4837	0.9634		4.0380	0.8756
Gather information		2.8055	1.2934		3.1443	1.1311		4.5377	0.6887
Academic support	**	3.6607	1.0154	*	3.9041	0.9352	*	4.2927	0.7712
Equal opportunity		3.5714	1.1611	*	3.4736	1.0813		3.6990	1.0591
Life long learning	**	3.9649	1.0158		3.7561	1.0794		3.7364	1.0598
Individual potential		4.0684	0.9762		3.9200	0.9015		4.0780	0.8464

Significance *p< 05

**p< 01

***p< 001

****p< 001

Table 15

PERCENTS OF TOTAL RESPONSES

DOMAIN C. CAREER DEVELOPMENT

Items in this domain deal with assisting students to become aware of life/career choices and participate in career development activities to prepare for the world of work.

	NATIONAL STANDARD					
Domain C.	Total % (4) + (5)	Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
Explore skills	84.90%	54.66%	30.17%	9.49%	1.77%	0.27%
Explore careers	79.90%	46.76%	33.10%	13.31%	2.66%	0.44%
School/work/community	75.80%	42.41%	33.66%	16.24%	2.75%	0.80%
Career planning	79.70%	46.05%	33.63%	12.69%	2.04%	0.71%
Achieve career goals	76.70%	46.32%	30.43%	12.33%	29.30%	1.06%
Balance	55.90%	25.73%	30.17%	27.77%	7.99%	1.95%
Job readiness	55.80%	28.04%	30.79%	20.67%	4.44%	2.75%
Employee rights/responsibility	47.10%	21.47%	25.55%	29.37%	8.52%	3.82%
Workforce needs	63.80%	33.36%	30.43%	20.67%	4.35%	2.84%
Job placement	41.00%	18.90%	22.09%	25.02%	10.91%	6.92%
Information skills	67.70%	36.29%	31.41%	18.72%	4.17%	1.33%
Work-based	51.40%	23.69%	27.68%	24.49%	7.10%	3.99%
Educational plan	73.30%	45.34%	28.04%	11.36%	3.28%	2.13%
Educational needs	77.60%	48.00%	29.64%	10.83%	3.37%	1.06%
Employability skills	71.10%	42.95%	28.22%	14.55%	3.39%	2.13%

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Table 16

PERCENTS OF TOTAL RESPONSES

DOMAIN C. CAREER DEVELOPMENT

Items in this domain deal with assisting students to become aware of life/career choices and participate in career development activities to prepare for the world of work.

	CURRENT PROGRAM					
Domain C.	Total % (4) + (5)	Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
Explore skills	64.50%	34.89%	29.64%	21.94%	6.83%	1.51%
Explore careers	53.40%	26.35%	26.99%	25.91%	10.47%	3.11%
School/work/community	48.20%	23.34%	24.93%	32.74%	10.91%	1.86%
Career planning	53.20%	23.25%	29.99%	24.93%	10.43%	2.31%
Achieve career goals	47.50%	21.56%	25.91%	24.58%	9.94%	2.93%
Balance	30.40%	9.14%	21.30%	34.78%	16.77%	5.59%
Job readiness	24.60%	9.41%	15.17%	23.60%	11.09%	5.68%
Employee rights/responsibility	16.60%	6.03%	10.65%	23.60%	20.23%	9.05%
Workforce needs	30.80%	12.69%	18.10%	25.73%	14.02%	6.57%
Job placement	10.00%	4.53%	7.54%	18.46%	13.75%	10.38%
Information skills	41.00%	15.44%	25.55%	27.24%	11.09%	4.17%
Work-based	18.70%	6.83%	11.89%	19.99%	13.66%	8.61%
Educational plan	45.40%	23.69%	21.74%	16.06%	7.99%	4.08%
Educational needs	49.70%	25.55%	24.13%	21.56%	8.52%	3.55%
Employability skills	37.60%	18.37%	19.17%	24.84%	10.03%	4.08%

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Table 17

MEANS/STANDARD DEVIATION

DOMAIN C. CAREER DEVELOPMENT - Work Setting Analysis

Items in this domain deal with assisting students to become aware of life/career choices and participate in career development activities to prepare for the world of work.

	NATIONAL STANDARD					
	Elementary		Middle/JHS		High School	
Domain C.	*Mean*	*Std. Dev.*	*Mean*	*Std. Dev.*	*Mean*	*Std. Dev.*
Explore skills	4.3573	0.8266	4.3636	0.7759	** 4.5635	0.6725
Explore careers	4.0989	0.9384	4.1974	0.8412	** 4.5204	0.6584
School/work/community	4.2282	0.8904	4.1250	0.9115	4.2412	0.8525
Career planning	4.1848	0.9320	4.2345	0.8053	** 4.4318	0.7231
Achieve career goals	4.0178	1.0384	4.1594	0.8214	** 4.5130	0.7048
Balance	3.7784	1.0436	* 3.6266	0.9919	3.8858	0.9964
Job readiness	3.7143	1.1356	3.6264	1.0359	** 4.0395	0.8860
Employee rights/responsibility	3.5060	1.1466	3.4796	1.0785	3.6319	1.0499
Workforce needs	3.7454	1.3650	3.9103	1.0555	4.1094	0.9045
Job placement	3.3723	1.2567	3.1429	1.1969	3.4323	1.1462
Information skills	4.0537	0.9909	4.0717	0.9873	4.0762	0.8803
Work-based	3.6311	1.1662	3.5000	1.0725	3.7586	1.0423
Educational plan	3.9186	1.0915	4.0657	1.0057	** 4.4928	0.7596
Educational needs	** 4.0452	0.9991	** 4.2017	0.9038	** 4.5344	0.7157
Employability skills	4.2152	1.0111	4.0954	1.0135	4.2411	0.9179

$p < .05$

$p < .0001$

Table 18

MEANS/STANDARD DEVIATION

DOMAIN C. CAREER DEVELOPMENT - Work Setting Analysis

Items in this domain deal with assisting students to become aware of life/career choices and participate in career development activities to prepare for the world of work.

	CURRENT PROGRAM					
	Elementary		Middle/JHS		High School	
Domain C.	*Mean*	*Std. Dev.*	*Mean*	*Std. Dev.*	*Mean*	*Std. Dev.*
Explore skills	** 3.8053	1.0729	** 3.8347	1.0224	** 4.1560	0.9349
Explore careers	** 3.2939	1.1325	** 3.5756	1.0466	** 4.1052	0.9834
School/work/community	3.5978	1.0429	3.5416	1.0882	3.6337	1.0519
Career planning	** 3.4303	1.0899	** 3.6296	1.0606	** 3.9478	0.9537
Achieve career goals	** 3.1821	1.1452	** 3.4310	1.0225	** 4.0463	0.9086
Balance	3.1202	1.0649	3.0343	1.0141	3.2042	1.0482
Job readiness	2.8271	1.3249	2.8908	1.1368	** 3.4073	1.0245
Employee rights/responsibility	2.5723	1.1624	2.7041	1.1199	* 2.8742	1.1169
Workforce needs	** 2.7545	1.1732	** 3.2028	1.1795	** 3.4497	1.1069
Job placement	2.4468	1.2889	2.3866	1.1303	2.7742	1.1131
Information skills	* 3.1971	1.1518	3.4529	1.0859	3.5865	1.0096
Work-based	* 2.6066	1.3222	2.8158	1.1827	3.0000	1.1467
Educational plan	** 2.8720	1.2558	** 3.3896	1.1301	** 4.2507	0.8754
Educational needs	** 4.2557	1.1463	** 3.5087	1.1261	** 3.0528	0.8422
Employability skills	3.3094	1.2359	3.3819	1.1137	3.5794	1.0988

* $p < .05$

** $p < .0001$

PERCENTS OF TOTAL RESPONSES

Table 19

SECTION IV. SYSTEM SUPPORT ACTIVITIES - Work Setting Analysis

Items in this section address various activities in school buildings. The purpose of this section is to determine which activities are considered part of a school counseling program.

	NATIONAL STANDARDS					
	Total %	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Section IV	(4) + (5)	(5)	(4)	(3)	(2)	(1)
Placement	70.53%	30.52%	29.81%	24.13%	6.30%	2.98%
Conferences	53.00%	27.68%	25.29%	25.73%	9.85%	5.77%
Parent Workshops	60.60%	30.88%	29.72%	28.31%	5.15%	2.04%
Academic Planning	44.60%	19.25%	25.29%	25.64%	10.29%	7.28%
Advisory	38.70%	15.35%	23.34%	31.32%	11.89%	7.36%
Assemblies	11.50%	4.88%	6.57%	22.72%	21.56%	31.14%
Grade Reporting	17.00%	6.21%	10.83%	18.01%	18.99%	29.28%
Staff Development	47.20%	18.99%	28.22%	31.68%	10.33%	4.88%
Agencies	79.30%	47.47%	23.83%	12.78%	2.13%	1.15%
Testing Programs	36.70%	15.00%	21.74%	26.18%	13.13%	14.12%
Career Inventories	57.60%	24.13%	33.45%	21.21%	6.21%	3.90%
College Testing	41.30%	15.97%	25.29%	21.12%	10.03%	7.01%
Duty Assignments	7.00%	3.90%	3.11%	7.01%	13.66%	55.46%
School Reform	58.20%	27.68%	30.52%	24.58%	7.28%	4.61%
Consulting	89.40%	66.99%	22.36%	6.30%	0.35%	0.62%

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Table 20

PERCENTS OF TOTAL RESPONSES

SECTION IV. SYSTEM SUPPORT ACTIVITIES - Work Setting Analysis

Items in this section address various activities in school buildings. The purpose of this section is to determine which activities are considered part of a school counseling program.

	CURRENT PROGRAM					
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Section IV	(4) + (5)	(5)	(4)	(3)	(2)	(1)
Placement	42.00%	30.97%	22.18%	19.79%	8.70%	4.35%
Conferences	55.90%	31.32%	24.58%	20.76%	10.74%	4.08%
Parent Workshops	42.10%	19.96%	22.09%	26.18%	13.04%	8.52%
Academic Planning	33.70%	16.68%	17.04%	18.99%	12.69%	7.45%
Advisory	26.10%	10.12%	16.06%	21.47%	15.79%	9.49%
Assemblies	10.50%	3.64%	6.92%	18.46%	20.23%	27.06%
Grade Reporting	22.30%	11.45%	10.91%	11.80%	10.91%	18.37%
Staff Development	29.00%	9.23%	19.79%	28.75%	16.68%	11.71%
Agencies	72.10%	40.20%	31.85%	16.80%	4.26%	1.86%
Testing Programs	45.60%	26.26%	19.34%	16.86%	8.52%	9.85%
Career Inventories	36.70%	16.68%	19.96%	17.75%	8.52%	9.85%
College Testing	23.90%	48.00%	11.71%	12.16%	10.47%	6.12%
Duty Assignments	18.10%	8.34%	9.76%	14.29%	12.87%	31.68%
School Reform	42.80%	18.10%	24.67%	28.31%	11.62%	6.83%
Consulting	87.40%	64.60%	22.80%	7.63%	1.86%	0.18%

Table 21

MEANS/STANDARD DEVIATION

SECTION IV. SYSTEM SUPPORT ACTIVITIES BY SCHOOL COUNSELORS - Work Setting Analysis

Items in this section address various activities in school buildings. The purpose of this section is to determine which activities are considered part of a school counseling program.

		NATIONAL STANDARD						
		Elementary			Middle/JHS		High School	
Section IV		Mean	Std. Dev.		Mean	Std. Dev.	Mean	Std. Dev.
Placement		3.8167	1.0974		3.8634	1.0114	* 4.0598	1.0018
Conferences		3.6253	1.2247	*	3.5941	1.1053	* 3.8413	1.1556
Parent Workshops	*	4.1186	0.9366		3.8640	0.9915	3.7138	1.0411
Academic Planning		3.3384	1.2346	*	3.1782	1.1199	* 3.8125	1.1291
Advisory		3.4170	1.1496		3.4627	1.1063	3.2896	1.1934
Assemblies	*	2.4893	1.2263		2.0995	1.0782	2.2698	1.2127
Grade Reporting	*	2.0580	1.1925	*	2.3514	1.2323	* 2.7276	1.3620
Staff Development		3.7285	1.0821		3.6318	0.9566	3.2768	1.1613
Agencies	*	4.4289	0.8088		4.2964	0.7820	4.2100	0.9459
Testing Programs		3.0421	1.3586	*	3.0673	1.2371	* 3.3262	1.2874
Career Inventories		3.5901	1.1842	*	3.7190	1.0163	* 4.0030	0.9852
College Testing		2.8548	1.2751	*	3.1398	1.1176	* 3.5994	1.1927
Duty Assignments		1.8576	1.1528	*	1.6768	1.1377	* 1.4628	0.9718
School Reform		3.7563	1.1329		3.7371	1.0671	3.7993	1.1193
Consulting	*	4.7157	0.5939		4.6031	0.6437	4.5260	0.7408

$P < .0001$

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Table 22

MEANS/STANDARD DEVIATION

SECTION IV. SYSTEM SUPPORT ACTIVITIES BY SCHOOL COUNSELORS - Work Setting Analysis

Items in this section address various activities in school buildings. The purpose of this section is to determine which activities are considered part of a school counseling program.

	CURRENT PROGRAM					
	Elementary		Middle/JHS		High School	
Section IV	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
Placement	* 3.3955	1.2465	* 3.8414	1.1752	* 4.1377	1.0036
Conferences	* 3.4929	1.2291	3.8247	1.1242	* 4.0209	1.0469
Parent Workshops	* 3.6658	1.1659	3.1842	1.2014	3.0692	1.2755
Academic Planning	* 2.6515	1.1904	* 2.9455	1.2041	* 3.9000	1.1010
Advisory	2.9532	1.1926	3.1393	1.2679	2.9663	1.2544
Assemblies	* 2.4393	1.2170	2.0249	1.0641	2.1079	1.1681
Grade Reporting	* 1.7536	1.0412	* 2.5964	1.4336	* 3.3522	1.4438
Staff Development	* 3.2542	1.1204	* 3.0545	1.1443	* 2.6026	1.1813
Agencies	4.2578	0.9159	4.1264	0.9303	* 3.9201	1.0290
Testing Programs	* 3.1801	1.4547	* 3.5381	1.3592	* 3.8431	1.2323
Career Inventories	* 2.6646	1.3389	* 3.2286	1.2816	* 3.8649	1.0576
College Testing	2.2097	1.4491	2.3441	1.2628	* 3.6877	1.2489
Duty Assignments	* 2.6788	1.4058	* 2.3586	1.3682	* 1.9298	1.3701
School Reform	3.4229	1.1813	3.3534	1.1257	3.3981	1.1881
Consulting	4.6649	0.6549	* 4.5912	0.6950	* 4.4306	0.7675

* P < .0001